Mentoring

No matter where you're headed, there's help to get you there!

What's Here…

- Definitions
- Introduction
- Organizational Impact
- Profound Influences
- How People Develop
- How Adults Learn
- The Protégé
- Should You Be a Mentor?
- The Mentor
- Mentoring Relationship
- Protégé – It's In Your Hands
- The Paperwork
- Additional Information
- That's all…
- Background Information

Definitions,
Page 1 of 2

- Mentor/mentoring:
  - A person who provides guidance and recommendations (usually to a more junior person) for courses of action, performance and behavior
  - Shares experience, knowledge and wisdom about a particular occupation, the workplace, culture, politics, tips and tricks, communications, personal matters, etc.
  - A wise and trusted counselor, coach, teacher, leader, manager, advisor, craftsman, master, expert, etc.

Definitions,
Page 2 of 2

- Protégé:
  - One who has a mentor
  - The beneficiary of a mentorship
  - A person who receives support and protection from an influential patron who furthers the individual's career
  - Student trainee, apprentice, understudy, follower, partner, subordinate, etc.

Sometimes called a Mentee or Mentoree – both non-words.

Introduction,
Page 1 of 4

- The Fleet and Family Readiness (F&FR) does NOT currently have an institutionalized Mentor Program. However, mentoring and being mentored is undeniably valuable and is highly encouraged.
- This training nugget covers:
  - What mentors are, what they need to do, what they should expect from their protégés, and why
  - What protégés should do, what they should expect from their mentor, and why

Introduction,
Page 2 of 4

- Mentoring is an invaluable process to enhance your personal and professional future
- Mentoring is part of developmental system that includes:
  - Formal training and education
  - On-the job training (OJT)
  - Experiential development
  - Individual research and discovery

Introduction,
Page 3 of 4

What is Mentoring?

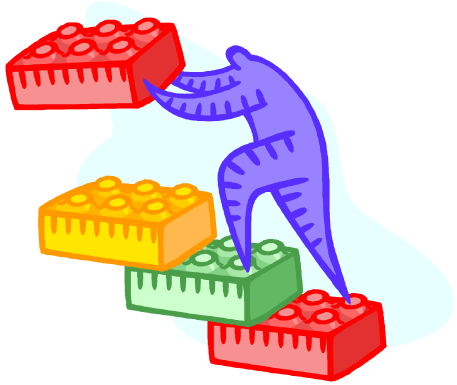
- Method of encouraging human growth
- Traditionally thought of a formal process whereby an older more experienced person helps and guides a younger person “learn the ropes”
- Used to describe the activities of a senior person in preparing a junior for a particular office/job, providing career guidance and encouraging high standards of performance

Introduction,
Page 4 of 4

What is Mentoring?

- Having a significant, beneficial or memorable helpful effect on another person's life or style
- Process by which a mentor and protégé work together to discover and develop the protégé's knowledge, skills and abilities
- Help that goes beyond obligatory relationships
- An evolving field

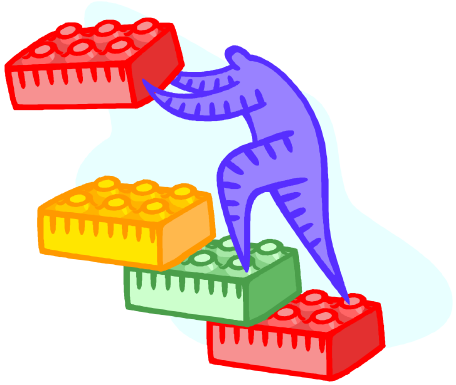
Organizational Impact,
Page 1 of 4



Benefits of Mentors / Mentor Programs:

- Improves / increases employee satisfaction, moral, confidence, esprit d' corps, etc.
- Increases retention / reduces turnover
- Increases employee loyalty and commitment
- Improves quality of future supervisors, managers and leaders
- Enhances strategic business initiatives
- Improves productivity
- Develops individual and group competence

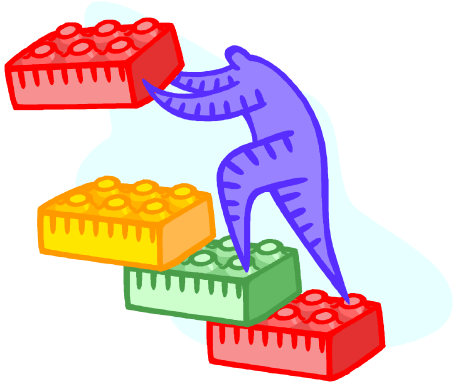
Organizational Impact,
Page 2 of 4



Benefits of Mentors / Mentor Programs, cont:

- Breaks down the "silo" mentality that often hinders cooperation among departments / divisions
- Elevates knowledge transfer from just getting the information to retaining the practical experience and wisdom of long-term employees
- Enhances professional and personal development
- Links employees with valuable knowledge and information to other employees in need of such information

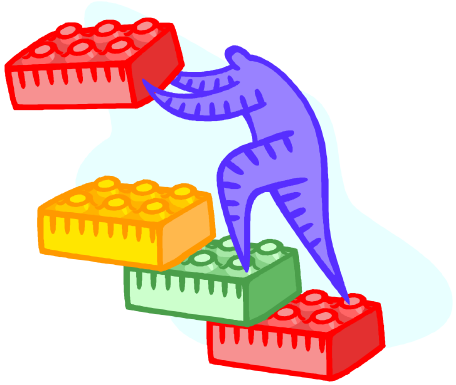
Organizational Impact,
Page 3 of 4



Benefits of Mentors / Mentor Programs, cont:

- Uses the organization's employees, instead of outside consultants, as internal experts for professional development
- Supports creation of a multicultural workforce by creating relationships among diverse employees and allows equal access to mentoring
- Creates a mentoring culture, which continuously promotes individual employee growth and development

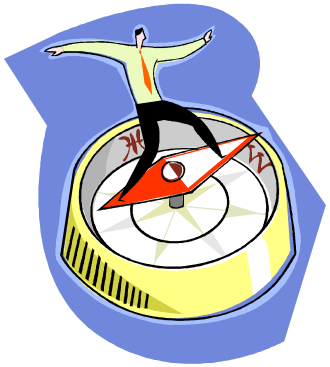
Organizational Impact,
Page 4 of 4



Benefits of Mentors / Mentor Programs, cont:

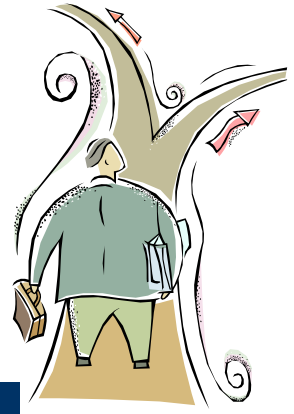
- Optimizes succession planning
- Enhances technology transfer
- Preserves intellectual capital
- Reduces costs through waste avoidance, reduction of mistakes, and reduction in recurring training
- Rapidly increases new hire proficiency, capability and technical knowledge

Profound Influences



- Think about how and where you have developed / learned throughout your life
- Most of us can identify someone who has, at some point, had a positive and profound influence on our lives
  - Reflect on that – you can probably think of more than one person or instance
  - Who were they?
  - Now ask yourself, “Why”? What did he/she do that affected you so greatly?

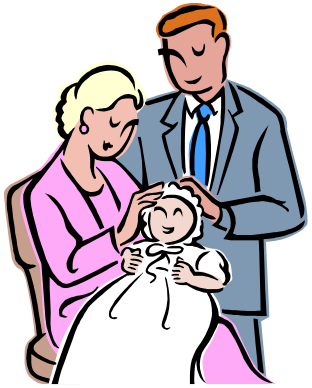
How People Develop
Page 1 of 6



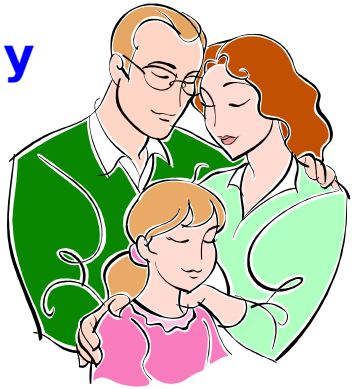
- The next 5 slides illustrate some of the many ways we develop (learn). As you think about each of these, other development situations/opportunities may come to mind.
- As you remember these various life-experiences, think about the key people who were your *mentors*. What was it that set them apart from all others?

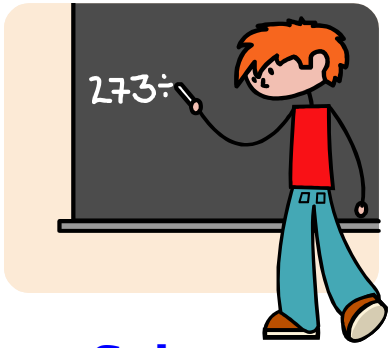
For additional information about how we learn, see The Owner's Manual for the Brain: Everyday Applications for Mind Brain Research, Pierce J. Howard, Leornian Press, Austin, TX, 1994

How People Develop



Family





Schoo
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Religio
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How People Develop

Page 3 of 6

Readin
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Sports

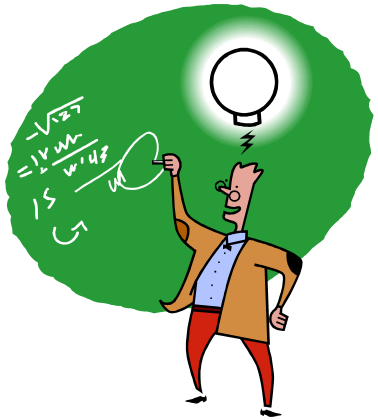
Pets
and
Animals

Play & Friends

Coaches

How People Develop

Socializing



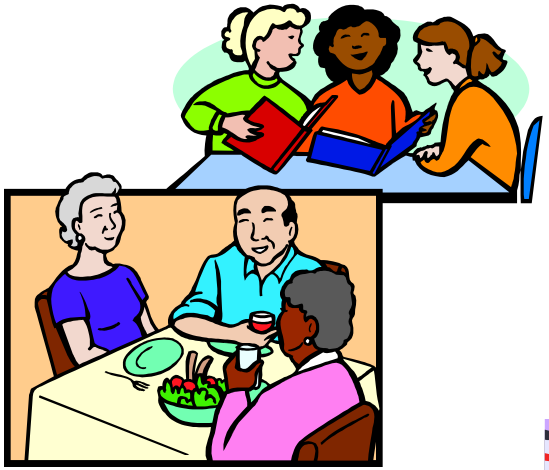
Education

Experimentation and Research

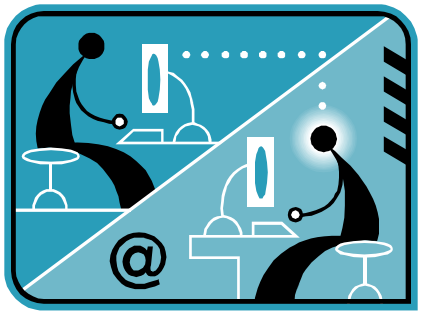
Chores

How People Develop

Page 5 of 6



Friends



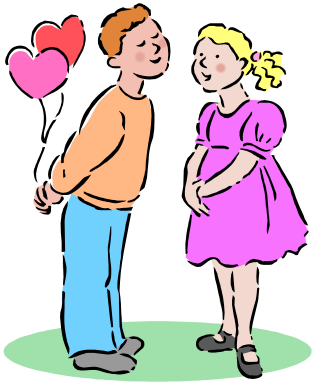
Internet / Computer

Art & Music

Television, Radio, Newspapers, Magazines & Games

How People Develop

Page 6 of 6



Romance / Relationships

Travel

Work

Adult Training

How Adults Learn
Page 1 of 3 (Mentoring Axioms)

- Adults are motivated to learn as they develop needs and interests that learning will satisfy. *Therefore, protégés' needs and interests are the appropriate starting point for mentoring.*
- Adult orientation to learning is life- or work-centered. *Therefore, the appropriate framework for organizing mentoring is around life- and work-related situations, not academic or theoretical subjects.*

Malcolm S. Knowles, The Adult Learner: A Neglected Species, 2nd edition, Gulf Publishing Company, Book Division, Houston, TX,1990

How Adults Learn
Page 2 of 3 (Mentoring Axioms)

- Experience is the richest resource for adult learning. *Therefore, the approach for mentoring involves active participation in a planned series of experiences, the analysis of those experiences, and their application to work and life situations.*
- Adults have a deep need for self-directing. *Therefore, the role of the mentor is to engage in a process of inquiry, analysis, and decision making with the protégé, rather than to transmit knowledge and then evaluate the protégé's conformity to it.*

Malcolm S. Knowles, The Adult Learner: A Neglected Species, 2nd edition, Gulf Publishing Company, Book Division, Houston, TX,1990

How Adults Learn
Page 3 of 3 (Mentoring Axioms)

- Individual differences among adult learners increase with age and experience. *Therefore, mentoring must make optimum provision for differences in style, time, place, and pace of learning.*

Malcolm S. Knowles, The Adult Learner: A Neglected Species, 2nd edition, Gulf Publishing Company, Book Division, Houston, TX,1990

The Protégé,
Page 1 of 6

Eligibility:

- Eager to learn new things
- Desire to become more accomplished
- Enthusiastic about work
- Willing to share
- Willing to volunteer
- Civilian employee of any grade

The Protégé,
Page 2 of 6

Eligibility, cont:

- Good listener
- Receptive to feedback and suggestions
- Maintain an open and positive attitude
- Have supervisory approval

The Protégé,
Page 3 of 6

Benefits of being mentored:

- Increased self-confidence
- Greater job satisfaction
- Development of professional direction
- Increased networking opportunities
- Increased career opportunities in leadership and management roles
- Stronger leadership competencies

The Protégé,
Page 4 of 6

Benefits of being mentored, cont:

- Improved interpersonal and communication skills
- Identification of / enrollment in training opportunities
- Participation in training / development programs or work experience
- Smoother career transitions

The Protégé,
Page 5 of 6

What to Expect from a Mentor:

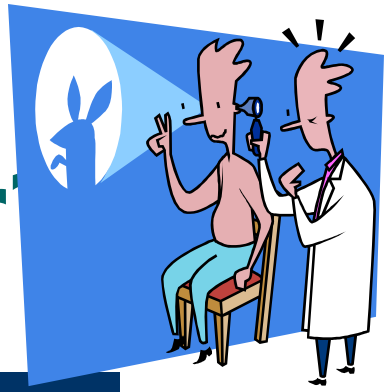
- Encouragement
- Support
- Honesty
- Candid organizational information
- Advice or suggestions
- Availability
- Guidance
- Help with “vision”
- Information on career opportunities
- Help in developing professional development plan of action

The Protégé,
Page 6 of 6

Your Responsibilities:

- Prepare for meetings with mentor
- Work to develop targeted skill and knowledge
- Be flexible and listen to all options
- Seek advice when needed
- Focus on set goals

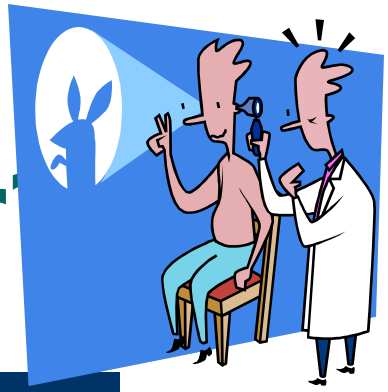
Should You Be a Mentor?



Ask yourself: Do I really want to be one, and why?

- Are you emotionally and psychologically ready to invest yourself (emotion, energy and time) in helping others?
- Do you have the skills and freedom to devote to others?
- Are you prepared to give up work and personal time to mentor others?
- What do you have to offer? What are your strengths, weaknesses, skills, knowledge, abilities, hobbies, interests, beliefs/values, etc.?

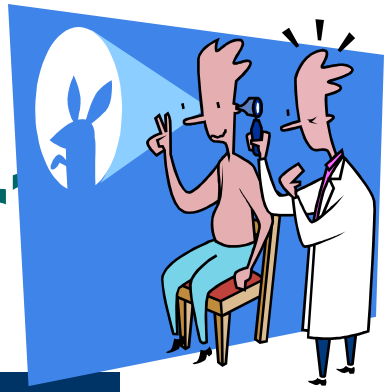
Should You Be a Mentor?
Page 2 of 3



Ask yourself, cont:

- Are you able to detect when others are in need?
- Can you distinguish between symptom, problem, and feelings?
- Can you distinguish between perception and reality?
- Can you help and give to another person without worrying about what's in it for you?
- Are you patient, tolerant, flexible, and reasonably free of prejudice and bias?

Should You Be a Mentor?



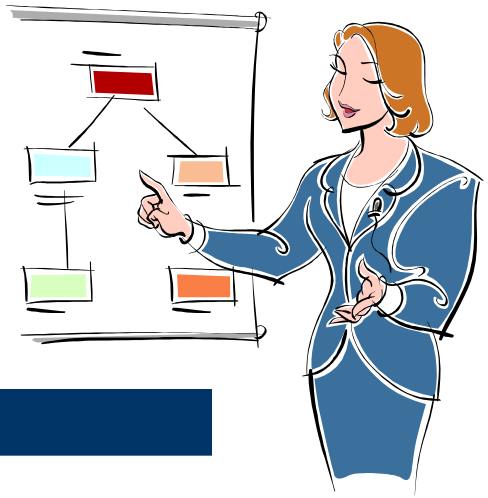
How Did You Answer?

If you answered or feel mostly “no”, then mentoring may not be for you.

If you answered or felt mostly “yes”, you are a likely candidate for mentoring. And odds are, you’re probably one already.

Either way, it’s your choice. If you are a mentor, or are ready to become one, the personal satisfaction and positive results will be well worth the effort.

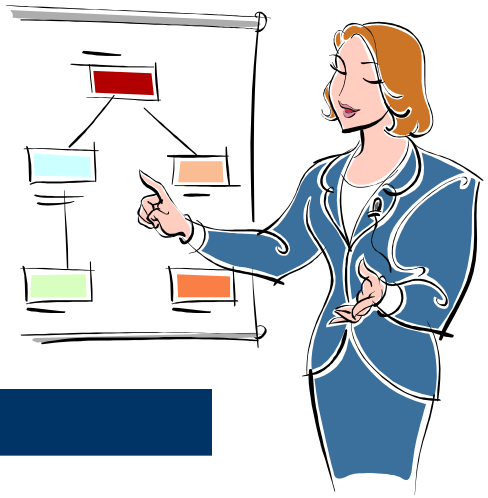
The Mentor,
Page 1 of 10



Eligibility (to be a mentor)

- Can be either civilian or military
- Should be someone other that the protégé's first or second level supervisor
- Should be one or several grade layers above the protégé
- Can reside and work in any geographic area although geographic proximity is much more convenient to both mentor and protégé

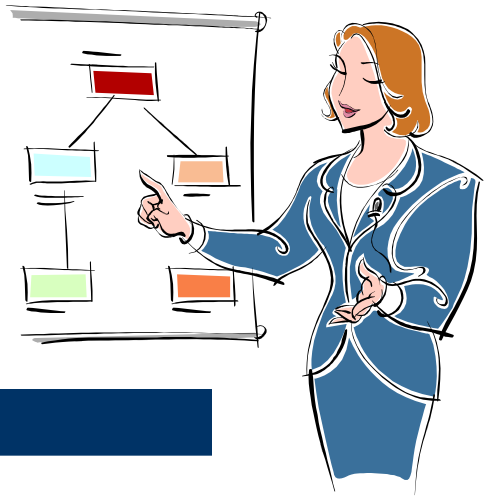
The Mentor,



Eligibility (to be a mentor), cont:

- May mentor more than one protégé
- Can work in any organization, department, division, etc.
- Must be genuinely interested in developing the protégé
- Is available for uninterrupted, quality time
- Willing to share knowledge and understanding without holding back

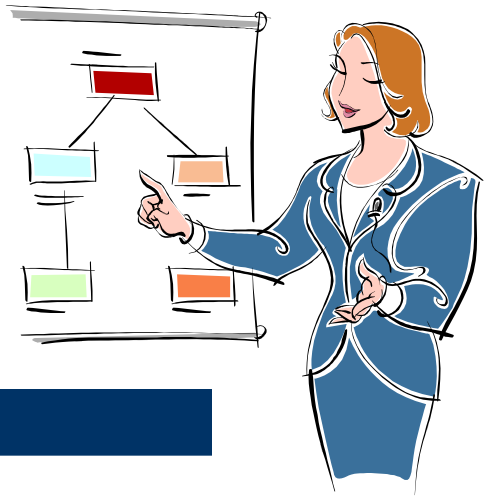
The Mentor,
Page 3 of 10



Eligibility (to be a mentor), cont:

- Willing to share successes as well as failures
- Is empathetic
- Must be a person with whom the protégé is implicitly comfortable
- Prepared and able to give honest feedback
- Committed to developing an open, honest and trusting relationship
- Sets good example

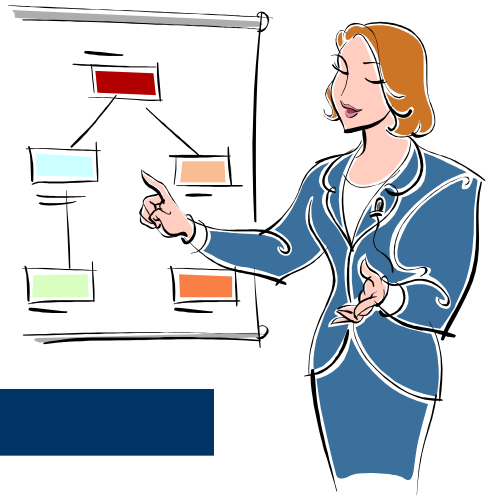
The Mentor,
Page 4 of 10



Eligibility (to be a mentor), cont:

- Is able to formulate appropriate developmental questions
- Is knowledgeable about the organization and its people
- Understands why people do and don’t do what they should
- Has respect of organizational peers and leaders

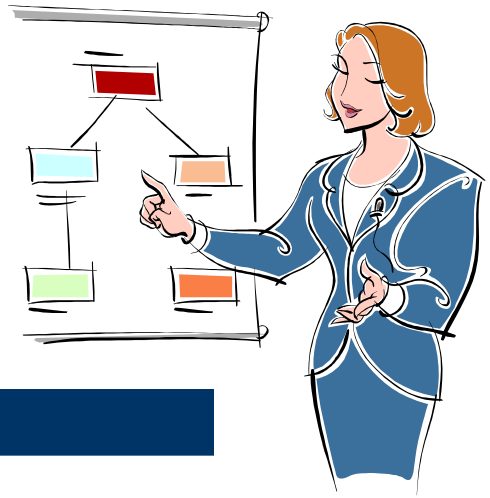
The Mentor,
Page 5 of 10



Responsibilities of the mentor:

- Sets realistic expectations
- Maintains contact with protégé
- Listens with empathy and provide feedback
- Provides support and encouragement
- Fosters the relationship
- Follows through on commitments

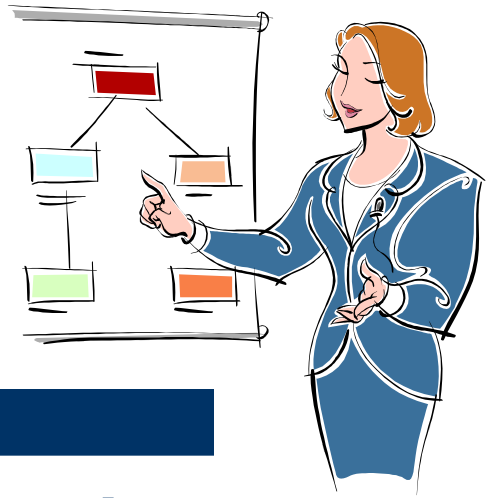
The Mentor,



Responsibilities of the mentor, cont:

- Stays alert for developmental opportunities
- Shares successes and failures

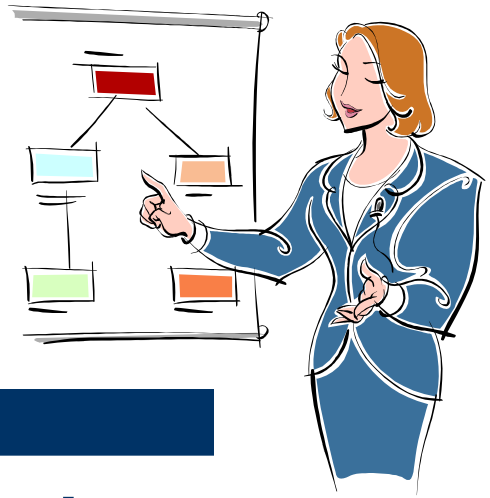
The Mentor,
Page 7 of 10



Characteristics – typically, ideal mentors are:

- Patient
- Respected
- Respectful
- People-oriented
- Good motivators
- Effective teachers
- Self-confident
- Articulate

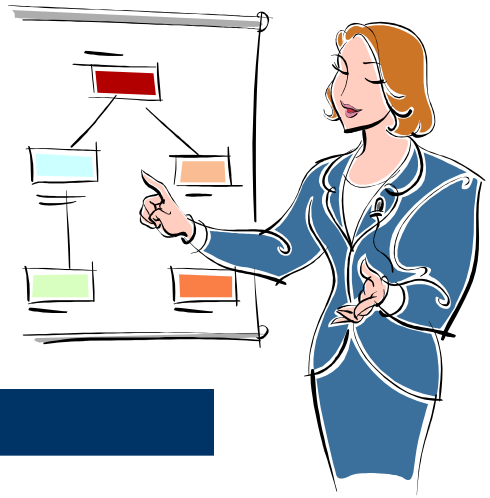
The Mentor,
Page 8 of 10



Characteristics – typically, ideal mentors are:

- Achievers
- Loyal to the organization
- Nurturing
- Insightful
- Supportive
- Competent

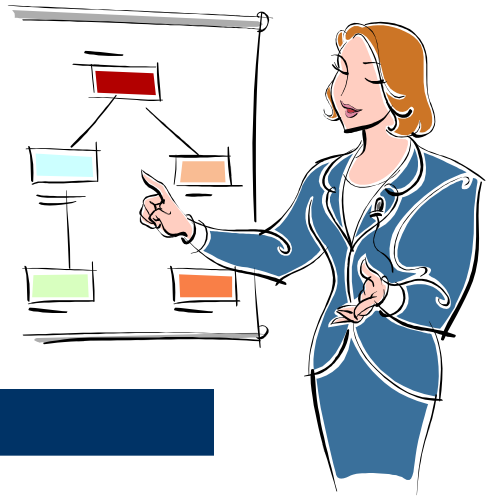
The Mentor,
Page 9 of 10



What to Expect from a Protégé:

- Evolving personal and professional competence
- Ambition
- Desire to learn
- Commitment to the organization
- Initiative
- Desire and ability to accept greater levels of responsibility

The Mentor,
Page 10 of 10



What to Expect from a Protégé, cont:

- Shares similar perceptions of work and the organization with mentor
- Ability to establish alliances
- Ability to work as a team player
- Ability to learn and demonstrate cultural, political and organizational savvy
- Positive attitude

Mentoring Relationships,
Page 1 of 2

- Highly structured, short term
  - Established for an introductory period to meet specific organizational objectives (e.g., pairing a new employee with a senior person to “learn the ropes”)
- Highly structured, long term
  - Used for succession planning (e.g., grooming someone to take over a departing persons job)

Mentoring Relationships,
Page 2 of 2

- Informal, short team
  - A “one shot” or spontaneous occasional or as-needed coaching/counseling
- Informal, long term
  - Being available as needed (e.g., friendship)

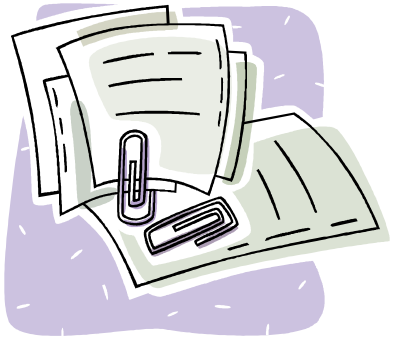
Protégé – It's In Your Hand
Page 1 of 2

- Despite numerous and well meaning organizational plans and initiatives, your personal and professional development is ultimately in your hands
- Your organization / immediate supervisor should have you develop to meet current or immerging job requirements

Protégé – It's In Your Hand
Page 2 of 2

- Your organization / immediate supervisor will most likely ensure/require that you attend all "required" training, meetings, etc.
- Beyond these, you are responsible for your own personal and professional evolution.
- If you use them, your mentors will support, facilitate, and learn with you.

The Paperwork



- A mentoring contract (document) between mentor and protégé is recommended. (Example content provided on “backup” slides.)
- Protégés are encouraged to write up a Mentoring Action Plan. (Example content provided on “backup” slides.)
- Individual Development Plan (IDP). Unless confidentiality is a consideration, protégés should attach a copy of their Mentoring Action Plan or similar plan of action to their IDP.

Additional Information, Page 1 of 3

- Essential Management Competencies (EMC) desk reference, Task 2.5, Ensure Extraordinary Staff Performance through Coaching Counseling, Tutoring and Mentoring
- Managers as Mentors, Chip R. Bell, Berrett-Koehler, San Francisco, CA,1996
- Unites States Marine Corps Civilian Career Mentoring, Quick Reference Guide, Headquarters, USMC, Quantico, VA, 2003 (An element of the USMC Civilian Workforce Campaign Plan [CWCP])

Additional Information, Page 2 of 3

- Beyond The Myths and Magic of Mentoring, Margo Murray, Jossey-Bass, (J.W. Wiley), Hoboken, NJ, 2001
- Mentor: Guiding the Journey of Adult Learners, Laurent A. Daloz, Jossey-Bass (J.W. Wiley), Hoboken, NJ, 1999
- The Owner's Manual for the Brain: Everyday Applications for Mind Brain Research, Pierce J. Howard, Leornian Press, Austin, TX, 1994, for additional information

Additional Information, Page 3 of 3

- The Adult Learner: A Neglected Species, Malcolm S. Knowles, 2nd edition, Gulf Publishing Company, Book Division, Houston, TX,1990

That’s all for now…

No matter where you’re headed, there’s help to get you there!

Suggestions and requests to:

Commander, Navy Installations Command (CNIC)
F&FR Training Branch, N947
Millington, TN 38055-6540

Com: (901) 874-6727 DSN: 882-6727
helen.turner1@navy.mil

Background: Sample Mentoring Agreement, Page 1 of 1

The following are suggested for a Mentoring Agreement:

Protégé: _____ **Mentor:** _____

Terms of Agreement

Confidentiality: All information between the protégé and mentor shall be confidential and only shared with others parties if both agree.

Expectations: It is expected that the Mentor will provide professional and educational development advice, guidance, and professional contacts and networking connections as appropriate. The Protégé will discuss with the Mentor, professional development options and both parties will work together to develop or enhance the Protégé's Individual Development Plan (IDP).

Meetings: The Protégé and Mentor shall meet at least quarterly at a time and place mutually agreed upon.

Length of Relationship: The Protégé and Mentor agree that the professional relationship will be evaluated yearly (or more often as mutually determined) as to the benefit of continuing the agreement. If either party has circumstances that preclude the continuation of the agreement, they will notify the other party as soon as possible to terminate the agreement. We understand that either party has the option of discontinuing the relationship for any reason, providing the terminating party notifies the other.

This document reflects the agreements that we enter into at this point in time. We understand that the terms of this agreement may be changed at any time and that we agree to document such terms in writing.

Background: Sample Mentoring Action Plan, Page 1 of 1

The following are suggested for a Mentoring Action Plan:

Protégé: _____ **Mentor:** _____

Organization/Department: _____ **Year** _____

1. I plan to focus on the following to enhance my professional growth this year:

2. These are the goals I have set for myself:

3. This is how I believe the successful accomplishment of my goals will lead to improved leadership and/or functional/technical development:

4. This is how I plan to evaluate my progress toward reaching my goals. (How checkpoints, indicators of success, etc.):

We agree to work together as a collaborative team to implement this plan.

_____ _____

Mentor Signature **Date** **Protégé Signature** **Date**

Keep original for your file. You will be asked to reflect and evaluate your progress twice during the year at

Background:

Why People Do What They Are Supposed To Do, Page 1 of 3

- They know what they are supposed to do. And, they know why they should do it; when they should do it; where they should do it; to/for or with whom to do it; they know how to do it; and they know how well to do it. (They know they are doing it correctly.)
- They are confident the mentor's way will work. And, when they believe they have a better way to do it, they trust you enough to explain/demonstrate their way.
- They are clear about current priorities.

Background:

Why People Do What They Are Supposed To Do, Page 2 of 3

- There are positive consequences for doing it and they are never punished for doing what they are supposed to do. (They are rewarded for doing it.)
- They are sure negative consequences will not happen when they do it, but they know they are held accountable. (There ARE negative consequences for poor performance.)
- Obstacles are minimized and/or non-existent.
- Tools and resources needed are available.

Why People Do What They Are Supposed To Do, Page 3 of 3

- They are empowered to solve problems.
- They are able, capable, and willing to perform.
- Personal problems do not prevent them from performing.
- The job/task is designed so that able, capable, and willing performers can do it at the right time correctly.
- They choose to.

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Background:

Why People Don't Do What They Are Supposed To Do, Page 1 of 3

- They don't know why they should do it
- They don't know how to do it
- They don't know what they are supposed to do
- They think your way won't work
- They think their way is better
- They think something else is more important

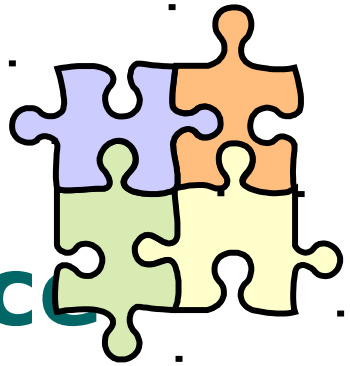
Why People Don't Do What They Are Supposed To Do, Page 2 of 3

- There is no positive consequence to them for doing it.
- They think they *are* doing it.
- They are rewarded for NOT doing it.
- They are punished for doing what they are supposed to do.
- They anticipate a negative consequence for doing it.
- There is no negative consequence to them for poor performance.

Why People Don't Do What They Are Supposed To Do, Page 3 of 3

- There are obstacles beyond their control.
- Their personal limitations prevent them from performing.
- Personal problems prevent them from performing.
- No one could do it.
- They consciously/unconsciously choose not to do what they are supposed to.

Background:



4 Domains of Performance

Environment	Incentive, Motivation, and Accountability
Skill, Knowledge, Ability, Attitude and Behavior	Choice and Talent

Background:

The Big List of Things Mentors Do, Page 1 of 6

- Acclimate culturally diverse staff members to current organizational/team culture and vice versa.
- Accomplish succession planning and development.
- Adapt the organization to competitive challenges.
- Assist the protégé with his career.
- Assist in organizational change/development.
- Build and maintain trust.
- Challenge the protégé’s beliefs and values.

The Big List of Things Mentors Do, Page 2 of 6

- Challenge the protégé's skill and knowledge.
- Challenge the protégé's thinking, theories and philosophies.
- Coach, Counsel, and Tutor.
- Confront negative attitudes, behaviors, or beliefs.
- Describe and model professional behavior.
- Encourage critical thinking.

The Big List of Things Mentors Do, Page 3 of 6

- Encourage the protégé to try new things.
- Ensure confidentiality.
- Explain how things work in the Program, business, or office.
- Explain the “big picture” of how things work in the department or agency.
- Help solve problems (not just solve problems).
- Help the agency/department/team adjust to increased workplace diversity.
- Help the protégé develop confidence.

Background:

The Big List of Things Mentors Do, Page 4 of 6

- Help the protégé develop self esteem.
- In-country mentors help globally mobile people adapt to unfamiliar cultures, mores and legal codes.
- Indoctrinate and guide those just entering supervisory, management, and/or executive levels.
- Listen, paraphrase, emphasize.
- Offer friendship.
- Offer the protégé a “social mirror”.
- Offer the protégé choices based on mentor’s experience.

Background:

The Big List of Things Mentors Do, Page 5 of 6

- Provide growth opportunities.
- Provide help from older, more experienced students/employees to younger, less-experienced students/employees.
- Provide sympathy and empathy at the appropriate times.
- Provide technical mentors to recently graduated/newly hired “non-technical” employees.
- Say things that the protégé chooses to quote.

Background:

The Big List of Things Mentors Do, Page 6 of 6

- Share critical information, skills, and knowledge.
- Specify high expectations and/or performance standards.
- Stimulate and motivate gifted students/employees.
- Suggest appropriate courses of action.
- Teach by example.

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